

# Aotearoa Audience - Reasons behind the Resource

<b>Learning Areas</b>	Music and Technology
<b>Curriculum Objectives</b>	<p><b>Music - Sound Arts</b></p> <p><b>Level 3 - Understanding Context</b> Identify and describe the characteristics of music associated with a range of sound environments (digital media), in relation to cultural contexts (New Zealand).</p> <p><b>Level 3 - Developing Knowledge</b> Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices.</p> <p><b>Level 3 - Developing ideas</b> Express and shape musical ideas, using musical elements, instruments, and technologies in response to sources of motivation.</p>
<b>Key Competencies and Values</b>	<p><b>Thinking</b>, seeking, using and creating knowledge; <b>using symbols language and texts</b>, interpreting and using words, lyric writing, musical notation; <b>Managing self</b>, project management; relating to others, working as a team.</p> <p><b>Excellence</b>, to achieve success criteria (3 point grading), <b>diversity</b> of understanding and interpreting New Zealand Music, considering cultural influences, <b>innovation</b>, creating and interpreting uniqueness.</p>

<p><b>Intended Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>* Consider and analyse the 'Kiwi' culture and aspects that make us unique (musical genres, culture, topical content of songs)</li> <li>* Interpret musical influences and explore how elements of music can be used for effect</li> <li>* Apply understanding of musical ideas into a given context (New Zealand song writing competition) showing awareness of an audience</li> </ul>
<p><b>Planning Considerations</b></p>	<p>My planning is underpinned by a constructivist approach to learning. It focuses on active, cooperative experiences, is scaffolded on prior knowledge and is guided towards an authentic context and audience (Roblyer, 2006). Additionally incorporation of high order thinking and differentiated learning paths is central. Through the different roles provided, students are involved in researching, analysing, evaluating and presenting information. As well as this it is necessary for students to build on their skills of collating and synthesizing information from different online sources and then apply this to creating their own New Zealand song. The cooperative aspect is important to the planning as musical taste can be strong and it becomes necessary for students to find their own 'truth amongst disagreement' (March, 1999. No page numbers provided). Real world feedback is important to students motivation (March, 1999). Therefore a group of local musicians have been asked prior to give feedback on student's songs using a marking schedule made available to students at the beginning of the quest.</p>

<p><b>Reason behind the Resource (Why a web quest)</b></p>	<p>The use of a Web quest is valid for a variety of reasons. These included guiding students in meaningful learning, motivation and developing higher order thinking skills which were considered through the planning.</p> <p>The use of a Web quest assisted in guiding students to excellent, real world interactive musical resources that would be impossible to reproduce in a text format. It also allowed students access to New Zealand music through the web and ensured an amount freedom of interpretation through guided listening. Research (Dillon, 2005) says that students musical composition can be motivated and inspired through appropriation.</p> <p>Music is a literacy and through this web quest students are hooked in to musical elements and processes, engaged in writing structures, ordering, working with patterns and producing and evaluating final products in a meaningful and relevant context.</p>
<p><b>Target Student Group</b></p>	<p>Mixed group year 5 and 6 students, strong kinesthetic and visual learners.</p>

## Management of Learning Environment

Management of the learning environment took into consideration the cooperative groupings and computer access. Groups of four need to be working on 7 computers. In the working environment where this web quest is to be implemented there are 3 classroom computers and I have access to 'borrow' 4 laptops for student use. This means that all groups can work independently. As the learning is scaffolded for independent learning this self-management will mean the teacher is free to trouble-shoot technological issues and assist with facilitating decision making through questioning. Teachers who have access to an I.C.T suite will be able to manage this using more computers with the teams split up and working on different roles in order to collaborate on the documentation visiting different sites.

## References

- Dillon, T. (2005). Hail to the thief, the appropriation of music in the digital age. Retrieved from the World Wide Web, 7 April, 2009 from [www.futurelab.org.uk](http://www.futurelab.org.uk)
- March, T. (1998). The Webquest Design Process. Retrieved from the World Wide Web, 27 May, 2009 from [http://tommmarch.com/writings/wq\\_design.php](http://tommmarch.com/writings/wq_design.php)  
[http://tommmarch.com/writings/intro\\_wq.php](http://tommmarch.com/writings/intro_wq.php)
- Roblyer, M. D. (2006). Integrating educational technology into teaching (Chapter 2: Foundations of effective technology integration models: Theory and Practice) (4th ed). Upper Saddle River, New Jersey: Prentice Hall, Inc.

## Useful Links

<http://arts.unitec.ac.nz/music/>